| Proven policies and practices for | POINTS | for Improved Student Learning | |
|--|-------------|---|-----------|
| Creating educational opportunities that | | Proven policies and practices for | POINTS |
| address individual students' learning needs | | Obtaining parent and community input for planning school and district improvement | |
| Providing supplemental supports for students to achieve high standards | | Involving parents in instructional decisions about | |
| Using an ongoing assessment process to provide | | their children's learning | |
| continuous feedback to students | | Expanding avenues for parents and the community to support student learning | |
| Challenging students at all grade and ability levels | | Engaging parents and community in schools in | |
| Т | OTAL = 10 | a meaningful way | |
| | | To | OTAL = 10 |
| 3q. Can you think of any promising practices or slike to have evaluated for effectiveness? Please de | _ | for issues that were not included in this survey that you | u would |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | • • • • | | • • • • |
| 4a. What grade span are you currently responsible | ne ior: (Cn | eck all grades that apply.) | |
| Pre-K 3 | | 7 11 | |
| ■ K | | 8 12 | |
| | | | |
| 1 5 | | | |
| 2 6 | | 10 | |
| | | | |
| | | | |
| THANK YOU VER | RY MUCH F | OR YOUR TIME AND OPINIONS | |
| | | | |
| Please return | • | y in the envelope provided, to: | |
| | | esearch Group ake Avenue East | |
| | | ite 300 | |

Seattle, WA 98102

3o. Partnering with Parents and Community Members

for Improved Student Learning



learning the most

1a. Identifying problem areas that impact student

Principal Survey

Major Problem

Finding the Strategies that Work: Asking Educators What the Research Agenda Should Be

Note: If you prefer to complete the survey online, logon at: http://www.tobedetermined.org. Be sure to use this six-digit access code when logging on:

Section 1 – Your District's Experience in Identifying and Implementing Best Practices

In recent years a stronger focus has been placed on the use of data and research to drive instructional decision-making in classrooms, schools, and school districts. A primary focus of the Regional Educational Laboratories (REL), such as REL-Northwest, is to support educators in using data and research to identify, evaluate and implement successful practices appropriate for their schools and districts. We are interested in learning something about your school's or district's experiences in identifying and implementing best practices.

> Please indicate to what extent each of the following is a problem for your school by circling the appropriate rating 1-10 below.

> > Not a Problem

1c. Implementing new practices as designed

| Not | a Prob | olem | | | | | Ma | jor Pro | blem | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |
|--|--------|-----------|----------|--|-----|-----|--------|---------|----------|-------|--|----------|--------|----------|----------|--------|--------|----------|------|--|--|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | If yo | ou rate | d this i | tem 5 | or high | er, plea | se exp | lain w | hy it is | a | | |
| • | | d this it | | _ | • | | | • | | pro | blem. | | | | | | | | | | |
| prot | olem. | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | 1d. | | | | ılts vou | | | | | | | |
| 1b. | Findin | g pract | tices th | s that are likely to work in my school | | | | | | | 1d. Achieving the results you were led to expect from new practices | | | | | | | | | | |
| | a Prob | | | | • | | - | jor Pro | | Not | a Prob | lem | | | | | Ma | jor Pro | blem | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |
| prok | e e | d this it | • • • | • • • | • • | • • | • • • | • • • | • • • | • | | | | or high | • | | | • | | | |
| 2a. What is the single most important factor that has contributed to positive student performance in your school? Please describe briefly: | | | | | imp | | g stud | ent lea | ing to l | | bigge | st obs | tacles | to | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |

3n. Achieving High Standards for All Students

Please allocate 10 points among the options for each question below, based on the kinds of research and best practices information that would be most useful to schools in your district.

| Section 3 – Identifying Research Needs for Recently Northwest educators identified eleven cri | | chools opprovement issues in the region that could be better in: | formed by | 3g. Providing Effective Professional Developme for Teachers | nt | 3h. Preparing Prospective Teachers to Teach Proven policies and practices for | POINTS |
|---|----------------|---|------------|---|---------------|---|------------|
| research. We are asking your assistance in identify evidence of successful practices that address these | | where schools such as yours might benefit from havin ces that meet your school's unique needs. | g better | Proven policies and practices for Using on-going assessment in the classroom to | POINTS | Preparing prospective teachers to be able to teach in a standards-based environment | |
| | | You have 10 points to allocate among the options in each | | align instruction with standards | | Preparing prospective teachers to be able to | |
| You can assign each option any value from 0 to 10, greatest benefit to student learning in your school | | imals. Give the most points to the option that would p | rovide the | Developing teacher skills at self-evaluation and reflection to improve their classroom practices | | collaborate as teams to improve teaching and learning | |
| 3a. Improving School Attendance | | 3b. Increasing High School Graduation Rates | | Developing effective collaboration skills and techniques | | Strengthening the content knowledge of prospective teachers in core academic areas | |
| Proven policies and practices for | POINTS | Proven policies and practices for | POINTS | · | | Preparing prospective teachers to be able to use | |
| Strengthening connections between home and school | | Early identification of students that may be at risk for eventually dropping out | | Training teachers to partner effectively with parents to support student learning | | school and classroom assessment to guide instructional practices | |
| Dealing with the effects of family culture on school attendance | | Providing supplemental supports (K-12) for students at risk for eventually dropping out | | Т | OTAL = 10 | · | TOTAL = 10 |
| Creating school as a welcoming place for students and families | | Working with parents and the community to improve graduation outcomes | | 3i. Can you think of any specific professional de that you think are promising and would like to h | | ractices or strategies for current and/or prospective | teachers |
| Developing a safety net of support systems for students that can promote improved attendance | | Designing effective alternative education program | | that you think are promising and would like to h | iave evaluate | ed for effectiveness: Freuse describe offeny. | |
| | TOTAL = 10 | 1 | TOTAL = 10 | | | | |
| | | | | 3j. Improving Mathematics Instruction | DOWE | 3k. Improving Science Instruction | DOULTS |
| | | | | Proven policies and practices for | POINTS | Proven policies and practices for | POINTS |
| | | | | Providing instruction that fosters an understanding and application of content | | Teaching students to effectively apply scientific principles and processes | |
| O O O O O O O O O O O O O O O O O O O | • • • • • | 2. Custo in in Cabool and Dictuic to Improvement | • • • • • | Providing challenging mathematics learning opportunities to address diverse learning styles and needs of students | | Providing challenging science learning opportunities to address diverse learning styles and needs of students | |
| 3d. Leading School Improvement | DOINTC | 3e. Sustaining School and District Improvemen | | Identifying mathematics teaching practices that | | Identifying science teaching practices that would | |
| Proven policies and practices for Recruiting and retaining principals who can | POINTS | Proven policies and practices for Creating more opportunities for teacher | POINTS | would be effective in your school or district | | be effective in your school or district | |
| lead school improvement efforts Improving pre-service preparation of principals | | collaboration on school improvement Developing staff support for changes in | | Vertically aligning the mathematics curriculum from kindergarten through grade 12 | | Vertically aligning the science curriculum from kindergarten through grade 12 | |
| to lead improvement | | school programs and practices | | T | OTAL = 10 | . | OTAL = 10 |
| Providing on-going professional development of principals to lead change efforts | | Determining the resources and support my school needs to carry out improvement efforts | | 3l. Improving Literacy Instruction | OIAL - 10 | 3m. Can you think of any specific practices or strat | |
| Mentoring and coaching principals to lead | | Maintaining continuity of improvement efforts | | Proven policies and practices for | POINTS | improving mathematics, science or literacy instruc | tion being |
| improvement | | regardless of personnel changes | | Integrating reading and writing across the | | used in your school or district that you think are pr | _ |
| | ΓΟΤΑL = 10 | 1 | TOTAL = 10 | curriculum | | and would like to have evaluated for effectiveness Please describe briefly. | • |
| | | used in your school or district for leading and/or su | staining | Providing challenging literacy learning opportunities to address diverse learning styles and needs of students | | | |
| Please describe briefly. | Journaling and | d would like to have evaluated for effectiveness? | | Identifying literacy teaching practices that would be effective in your school or district | | | |
| | | | | Vertically aligning the literacy curriculum from kindergarten through grade 12 | | | |
| | | | | Milacigarten anoagn grade 12 | | | |

TOTAL = 10